**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT:Stories from the Earth and the Sky TIME FRAME: 3 days TEACHER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This three day unit pairs Native American myths with informational text about the earth and sky. | |  | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  X Students will build strong content knowledge.  X Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  X Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  RL 4.4 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | |  | | --- | | **Writing** |   W 4.2e Provide a concluding statement or section rekated to information or explanation presented.  W 4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. | |  | | --- | | **Speaking and Listening** |   SL 4.4 Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace. | |  | | --- | | **Language** |   L 4. 3aChoose words and phrases to convey ideas precisely.\*  L4.6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife conservation, and endangered when discussing animal preservation*). |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How can literature show us the world through the eyes of others? | | | | Myths are invented stories which a culture used to explain why things are, where they came from, and how humans should be. | | |
| How are the earth and sky portrayed in fiction and nonfiction? | | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  Students will work in a small group to read a Native American myth.  Students will work in groups to create a graphic organizer of their story. Studnets will write a summary of the story and the theme of the story. | **Writing Tasks**  In small groups, students will rewrite their myth/legend as a play.    \*Prior to completing this activity review the parts of a drama (cast of characters, settings, descriptions, dialogue, stage directions). Groups should have enough characters for each child to be in the play. They should plan and perform the play.  “Indian Names” by Lydia Howard Huntley Sigourney  <http://www.poetryfoundation.org/poem/182696>  Read and discuss the meaning of the poem. Students will write the message of the poem. | | **Discussion Tasks**  As a class compare and contrast how the earth and sky are treated in Native American stories and other texts. | | | **Language/Vocabulary Tasks**  **Students will locate new vocabulary terms in the story. In groups, students will create 4-Fold Vocabulary chart to place on the word wall for the Unit.**  **4-Fold Vocabulary**  In this activity, students fold their papers into rows of 4 sections each. The number of row can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.   |  |  |  |  | | --- | --- | --- | --- | | **Word** | **Definition** | **Picture** | **Sentence** |  |  |  |  |  | | --- | --- | --- | --- | | Oven | kitchen appliance used for baking or roasting | MCHH01068_0000[1] | We baked cookies in the oven. | |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| Using a graphic organizer, compare and contrast how the earth and sky are treated in Native American stories vs. other texts. Use specific details. | | Teacher-made tests  Class discussions: discuss the meaning and message of a poem used in the lessons/unit. | | | Create an argumentative or opinion based essay discussing which was your favorite story and why. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  (Sample titles listed. You may use any texts that you have available on Native Americans.)  **Literary Text**  Children of the Earth and Sky: Five Stories about Native American children  Star Boy  The Girl Who Loved Wild Horses  **Poems**  A Pizza the Size of the Sun  **Informational Texts**  The Mound Builders of Ancient North America  Mounds of Earth and Shell | | | | | | |
| **Notes:** | | | | | | |